

9.1.1

Unit Overview

“I’m home.”

Text	“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell
Number of Lessons in Unit	17 lessons

Introduction

The first unit of Module 9.1 introduces students to skills, practices, and routines that support the close reading of texts, a process central to the curriculum. In this unit, students learn to annotate text, establish and support text-based claims, participate in evidence-based discussions, and write focused, text-based analyses of literature.

In 9.1.1, students read and analyze Karen Russell’s short story, “St. Lucy’s Home for Girls Raised by Wolves,” focusing on how Russell’s structural choices develop complex characters and central ideas. In the story, feral girls with werewolf parents attend a Jesuit boarding school founded to socialize the girls by teaching them “normal” human behaviors. Russell organizes the text according to five stages of development using epigraphs from an imaginary text, *The Jesuit Handbook on Lycanthropic Culture Shock*. Russell first introduces the story’s characters as a wolf pack, and then distinguishes individual characters including the narrator, Claudette; the oldest sister, Jeanette; and the youngest of the pack, Mirabella. The question of identity and the meaning of beauty develop as central ideas over the course of the text.

This unit includes a Mid-Unit Assessment that requires students to analyze the relationship between a self-selected epigraph and the events that follow that epigraph. Successful responses rely on text evidence drawn from students’ annotations and notes, to demonstrate the students’ understanding of how Russell’s structural choices contribute to the development of complex characters (RL.9-10.3 and RL.9-10.5).

The unit concludes with an End-of-Unit Assessment that asks students to write a multi-paragraph response analyzing the character development of the narrator, Claudette, in relation to the five stages of development presented in *The Jesuit Handbook on Lycanthropic Culture Shock*. A successful response draws on text evidence from each section of the story to demonstrate how Claudette develops as a

complex character over the course of the text. A successful response also demonstrates an ability to establish and support a claim and includes an introduction and conclusion (RL.9-10.3 and W.9-10.2.a, f).

Note: This unit introduces Accountable Independent Reading (AIR) for 9th grade. See Prefatory Material for more information about AIR.

Literacy Skills and Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about text
- Collect and organize evidence from texts to support analysis in writing
- Make claims about texts using specific textual evidence
- Use vocabulary strategies to define unknown words

Standards for This Unit

College and Career Readiness Anchor Standards for Reading	
None.	
CCS Standards: Reading — Literature	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create

	such effects as mystery, tension, or surprise.
CCS Standards: Writing	
W.9-10.2.a, f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
CCS Standards: Speaking & Listening	
SL.9-10.1.b, c	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CCS Standards: Language	
L.9-10.4.a, b	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>

L.9-10.5.a	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>
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Note: Bold text indicates targeted standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, W.9-10.2.a, SL.9-10.1.b, c
Description of Assessment	Students participate in reading and discussion, write informally in response to text-based prompts, present information in an organized and logical manner, and participate effectively in evidence-based collaborative discussion.

Mid-Unit Assessment	
Standards Assessed	RL.9-10.3, RL.9-10.5
Description of Assessment	Students write a multi-paragraph response to the following prompt: Choose and explain one epigraph. Analyze the relationship between that epigraph and the girls' development in that stage.

End-of-Unit Assessment	
Standards Assessed	RL.9-10.3, RL.9-10.5, W.9-10.2.a, f
Description of Assessment	Students write a formal, multi-paragraph response to the following prompt: Analyze Claudette's development in relation to the five stages of Lycanthropic Culture Shock.

Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell, pp. 225–229	In this first lesson of the unit, students listen to a masterful reading of the first section of Karen Russell’s “St. Lucy’s Home for Girls Raised by Wolves” (Stage 1) before reading and analyzing the title and first epigraph, focusing on how Russell uses specific word choices to evoke a sense of place.
2	“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell, pp. 229–240	In this lesson, students listen to a masterful reading of the next two sections (Stage 2 and Stage 3) of the story, and then analyze the cumulative impact of Russell’s word choices on the tone of the main character and narrator, Claudette. The lesson also introduces Accountable Independent Reading, an important component of the curriculum.
3	“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell, pp. 240–246	In this lesson, students listen to a masterful reading of the final two sections (Stages 4 and 5) of Russell’s short story before analyzing the interactions of the characters. Students also focus on developing speaking and listening skills by participating in a small-group collaborative discussion.
4	“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell, pp. 225–227	In this lesson, students learn annotation skills as they reread the opening pages of the short story, and then work in small groups to analyze how Russell develops the pack as a character in itself.
5	“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell, pp. 227–230	In this lesson, students learn to write an objective summary. They also continue to develop speaking and listening skills as they work in small groups to analyze how Russell introduces and develops the central idea of human identity versus wolf identification in this passage.
6	“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell, pp. 230–232	In this lesson, students work in pairs to read, annotate, and discuss the lesson excerpt before participating in a jigsaw activity to analyze how Russell develops the characters of Mirabella and Jeanette.
7	“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell, pp. 232–235	In this lesson, students learn to make a claim and write an introduction. They also work in small groups to analyze the character development of the story’s narrator, Claudette.

Lesson	Text	Learning Outcomes/Goals
8	“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell, pp. 235–237	In this lesson, students read and annotate the lesson excerpt before participating in a jigsaw activity to consider how Russell develops the character of Mirabella over the course of the first three stages.
9	“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell, pp. 237–240	In this lesson, students work in pairs to read and annotate the lesson excerpt before participating in a whole-class discussion in which they identify a new central idea: the meaning of beauty.
10	“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell, pp. 225–240	Students complete the Mid-Unit Assessment by writing a multi-paragraph response to the following prompt: Choose and explain one epigraph. Analyze the relationship between that epigraph and the girls’ development in that stage.
11	“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell, pp. 240–243	In this lesson, students work in pairs to read and analyze the lesson excerpt, focusing on how the author establishes tone through specific word choices.
12	“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell, pp. 243–245	In this lesson, students work in small groups to analyze how the characters’ interactions in Stage 4 develop central ideas in the text.
13	“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell, pp. 245–246	In this lesson, students read and analyze the conclusion of “St. Lucy’s Home for Girls Raised by Wolves.” After a whole-class analysis of how the conclusion to the story develops Claudette’s character and refines central ideas, students work in small groups to begin an analysis of the author’s choice to structure the story using the five stages described in the epigraphs from <i>The Jesuit Handbook on Lycanthropic Culture Shock</i> .
14	“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell	In this lesson, students return to the small groups they established in Lesson 13. Students complete their analyses of a specific stage of culture shock and groups share their work with the class in short presentations.

Lesson	Text	Learning Outcomes/Goals
15	“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell	In this lesson, students participate in self-assessed small-group discussions in which they discuss the extent to which the main character of the story has adapted to human society. Each member of the group establishes a claim and supports that claim with text evidence.
16	“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell	In this lesson, students prepare for the End-of-Unit Assessment by reviewing how to make a claim and write an introduction while analyzing the relationship between Claudette’s development and the five stages of Lycanthropic Culture Shock. Students also learn how to write a conclusion in this lesson.
17	“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell	For the End-of-Unit Assessment, students write a multi-paragraph response to the following prompt, relying on their reading and analysis of “St. Lucy’s Home for Girls Raised by Wolves”: Analyze Claudette’s development in relation to the five stages of Lycanthropic Culture Shock.

Preparation, Materials, and Resources

Preparation

- Read and annotate “St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell.
- Review the Short Response Rubric and Checklist.
- Review the 9.1 Speaking and Listening Rubric and Checklist for standard SL.9-10.1.b, c.
- Review the 9.1.1 Mid-Unit and End-of-Unit Text Analysis Rubric and Checklist.
- Review all unit standards and post in classroom.
- Consider creating a word wall of the vocabulary provided in all lessons.

Materials and Resources

- Chart paper
- Copies of “St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell
- Self-stick notes for students
- Writing utensils including pencils, pens, markers, and highlighters

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- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the Short Response Rubric and Checklist
- Copies of the 9.1 Speaking and Listening Rubric and Checklist for standard SL.9-10.1.b, c
- Copies of the 9.1.1 Mid-Unit and End-of-Unit Text Analysis Rubrics and Checklists
- Copies of the 9.1 Common Core Learning Standards Tool
- Copies of the Central Ideas Tracking Tool
- Copies of the Character Tracking Tool
- Copies of the Epigraph Effect Tool

9.1.1 Mid-Unit Assessment

Text-Based Response

Your Task: Rely on your reading and analysis of Karen Russell’s “St. Lucy’s Home for Girls Raised by Wolves” to write a multi-paragraph response to the following prompt:

Choose and explain one epigraph. Analyze the relationship between that epigraph and the girls’ development in that stage.

Your writing will be assessed using the 9.1.1 Mid-Unit Text Analysis Rubric.

Guidelines:

Be sure to:

- Closely read the prompt.
- Address all elements of the prompt in your response.
- Paraphrase, quote, and reference relevant evidence to support your claim.
- Organize your ideas in a cohesive and coherent manner.
- Follow the conventions of standard written English.

CCSS: RL.9-10.3, RL.9-10.5

Commentary on the Task:

This task measures RL.9-10.3 because it demands that students:

- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

This task measures RL.9-10.5 because it demands that students:

- Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

9.1.1 Mid-Unit Text Analysis Rubric

____ / ____ (Total points)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>Content and Analysis The extent to which the response analyzes how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	Skillfully analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	With partial accuracy, analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Inaccurately analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<p>Content and Analysis The extent to which the response analyzes how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, suspense, and surprise.</p> <p>CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, suspense, and surprise.</p>	Skillfully analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, suspense, and surprise.	Accurately analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, suspense, and surprise.	With partial accuracy, analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, suspense, and surprise.	Inaccurately analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, suspense, and surprise.

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

9.1.1 Mid-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my writing...	✓
Content and Analysis	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme? (RL.9-10.3)	<input type="checkbox"/>
	Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, suspense, and surprise? (RL.9-10.5)	<input type="checkbox"/>

9.1.1 End-of-Unit Assessment

Text-Based Response

Your Task: Rely on your reading of Karen Russell’s “St. Lucy’s Home for Girls Raised by Wolves” to write a formal multi-paragraph response to the following prompt:

Analyze Claudette’s development in relation to the five stages of Lycanthropic Culture Shock.

Your writing will be assessed using the 9.1.1 End-of-Unit Text Analysis Rubric.

Guidelines:

Be sure to:

- Closely read the prompt
- Respond directly to all parts of the prompt
- Paraphrase, quote, and reference relevant evidence to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Include an introduction and conclusion
- Use precise language appropriate for your task
- Follow the conventions of standard written English

CCSS: RL.9-10.3, RL.9-10.5, W.9-10.2.a, f

Commentary on the Task:

This task measures RL.9-10.3 because it demands that students:

- Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.

This task measures RL.9-10.5 because it demands that students:

- Analyze how the author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.

This task measures substandards W.9-10.2.a and f because it demands that students:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

9.1.1 End-of-Unit Text Analysis Rubric

____/____ (Total points)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>Content and Analysis</p> <p>The extent to which the response analyzes how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CCSS.ELA-Literacy.RL.9-10.3</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>Skillfully analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>With partial accuracy, analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>Inaccurately analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>
<p>Content and Analysis</p> <p>The extent to which the response analyzes how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, suspense, and surprise.</p> <p>CCSS.ELA-Literacy.RL.9-10.5</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, suspense, and surprise.</p>	<p>Skillfully analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, suspense, and surprise.</p>	<p>Accurately analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, suspense, and surprise.</p>	<p>With partial accuracy, analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, suspense, and surprise.</p>	<p>Inaccurately analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, suspense, and surprise.</p>
<p>Coherence, Organization, and Style</p> <p>The extent to which the response introduces a topic, organizes complex</p>	<p>Skillfully introduce a topic; effectively organize complex ideas, concepts, and information to make important</p>	<p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and</p>	<p>Somewhat effectively introduce a topic; organize complex ideas, concepts, and information, making</p>	<p>Lack a clear topic; illogically arrange ideas, concepts and information, failing to make connections and distinctions;</p>

<p>ideas, concepts, and information to make important connections and distinctions; includes formatting, graphics, and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.W.9-10.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>The extent to which the response provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CCSS.ELA-Literacy.W.9-10.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>connections and distinctions; skillfully include formatting, graphics, and multimedia when useful to aiding comprehension. (W.9-10.2.a)</p> <p>Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.9-10.2.f)</p>	<p>distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension. (W.9-10.2.a)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>partial connections and limited distinctions; somewhat effectively include formatting, graphics, and multimedia when useful to aiding comprehension. (W.9-10.2.a)</p> <p>Provide a concluding statement or section that loosely follows from and so ineffectively supports the information or explanation presented. (W.9-10.2.f)</p>	<p>ineffectively include formatting, graphics, and multimedia when useful to aiding comprehension. (W.9-10.2.a)</p> <p>Provide a concluding statement or section that does not follow from or support the information or explanation presented. (W.9-10.2.f)</p>
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- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

9.1.1 End-of-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my writing...	✓
Content and Analysis	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme? (RL.9-10.3)	<input type="checkbox"/>
	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, suspense, and surprise? (RL.9-10.5)	<input type="checkbox"/>
Coherence, Organization, and Style	Introduce a topic? (W.9-10.2.a)	<input type="checkbox"/>
	Organize complex ideas, concepts, and information to make important connections and distinctions? (W.9-10.2.a)	<input type="checkbox"/>
	When useful to aiding comprehension, include formatting, graphics, and multimedia? (W.9-10.2.a)	<input type="checkbox"/>
	Provide a concluding statement or section that follows from and supports the explanation or analysis? (W.9-10.2.f)	<input type="checkbox"/>